

Textbook Alignment to the Utah Core – 2nd Grade: Fine Arts, Health, PE, Science, & Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 2nd Grade (5 Subjects) Core Curriculum

Title: Macmillan/McGraw-Hill Timelinks: People and Places ©2009 ISBN#: 978-0-02-152521-8 (5-unit set)

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 41%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0%

STANDARD I: Students will develop a sense of self.

Percentage of coverage in the *student and teacher edition* for Standard I: 0%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ☒

Objective 1.1: Describe and adopt behaviors for health and safety.				
a.	Explain the importance of balance in a diet.			✓
b.	Distinguish communicable from non-communicable diseases (e.g., chicken pox, common cold, flu; asthma, cancer, diabetes)			✓
c.	Relate behaviors that can help prevent disease (e.g., hand washing, good nutrition, fitness, universal precautions).			✓
d.	Identify the harmful effects of tobacco on self and others (e.g., death, heart and lung disease, shortness of breath).			✓
e.	Adopt basic safety habits (e.g., wear a seatbelt, practice bicycle safety, find adult help in an emergency).			✓
Objective 1.2: Develop and apply skills in fine and gross motor movement.				
a.	Participate daily in sustained periods of physical activity that requires exertion (e.g., one to five* minutes of walking, jogging, jump roping).			✓
b.	Perform fundamental locomotor and nonlocomotor skills in movement sequences and game applications (e.g., walk-hop-skip, run-stretch-skate, run-hop-lay up).			✓
c.	Perform manipulative skills exhibiting a majority of correct technique components (e.g., soccer kick: eyes on ball, step with foot opposite to kicking foot, contact ball with inside of foot, follow through).			✓
d.	Identify components of physical fitness (i.e., strength, endurance, flexibility) and corresponding activities.			✓
e.	Create and perform unique dance movements and sequences that expand physical skills while demonstrating personal and spatial awareness.			✓
Objective 1.3: Develop and use skills to communicate ideas, information, and feelings.				
a.	Express personal experiences and imagination through dance, storytelling, music, and visual art.			✓

b.	Create, with improving accuracy, works of art depicting depth (e.g., close objects large, distant objects small) using secondary and tertiary colors.			✓
c.	Develop ability to sing in tune with relaxed strength and clarity.			✓
d.	Develop consistency in rhythmic accuracy of body percussion and instrument playing.			✓
*Some students may not be able to sustain activity for one minute due to various medical concerns.				
STANDARD II: Students will develop a sense of self in relation to families and community.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Describe behaviors that influence relationships with family and friends.				
a.	Describe characteristics of healthy relationships (e.g., caring, responsibility, trust, respect).	SE/TE: Unit 1: 2-3, 4-9, 10-11, 12-17; Unit 2: 36-37; Unit 3: 26-27; Unit 4: 18-19 TE: Unit 1: 38; Unit 2: 1C-1D		
b.	Identify benefits of cooperating and sharing.	SE/TE: Unit 1: 4-5, 10-11, 14-15, 16-17, 32-33, 38; Unit 4: 16-17, 18-19, 26-27 TE: Unit 1: 38; Unit 2: 1E-1F		
c.	Explain how families and communities change over time.	SE/TE: Unit 3: 1, 4-9, 10-15, 18-23, 24-27, 28-33, 38 TE: Unit 1: 38		
d.	Recognize how choices and consequences affect self, peers, and family.	SE/TE: Unit 1: 6-7, 8-9, 10-11 TE: Unit 2: 37; Unit 5: 1D		
e.	Identify behaviors that might create conflict situations and ways to resolve them.	SE/TE: Unit 1: 8-9, 10-11, 16-17; Unit 3: 28-33, 34-35; Unit 4: 26-27;		

		Unit 5: 35, 40-41, 42-43 TE: Unit 5: 46		
Objective 2.2: Examine important aspects of the community and culture that strengthen relationships.				
a.	Explain why families, schools, and communities have rules.	SE/TE: Unit 1: 6-7, 8-9, 16-17; Unit 5: 2, 6-7, 12, 15, 27, 34-35, 41		
b.	Compare rural, suburban, and urban communities.	SE/TE: Unit 1: 20-25; Unit 2: 2 SE: Unit 1: R2, R3		
c.	Relate goods and services to resources within the community.	SE/TE: Unit 1: 34-35; Unit 2: 20; 32-35; 40-43; Unit 4: 1, 2-3, 12-15, 20-21, 22-23, 24-25, 28-29, 30-31, 32-33, 34-35, 36, 38 TE: Unit 1: 14; Unit 4: 1C-1D, 1E-1F		
d.	Participate in activities that promote public good (e.g., respect cultural and ethnic differences, identify community needs) and recite the Pledge of Allegiance.	SE/TE: Unit 1: 16-17, 34-35; Unit 4: 14-17, 18-19, 26-27; Unit 5: 8-9, 16-17, 32-35, 36-37, 39, 40-43		
e.	Recognize the positive and negative impact of media.	TE: Unit 1: 27; Unit 3: 29; Unit 4: 32; Unit 5: 1F, 41		
Objective 2.3: Express relationships in a variety of ways.				
a.	Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	SE/TE: Unit 1: 3, 5, 13, 26-31, 32-33; Unit 5: 28-29, 46 TE: Unit 1: 1E-1F, 28, 30		
b.	Develop an acting ability to relate to characters' thoughts and feelings (e.g., needs, hopes, frustrations, fears) in stories and plays.	TE: Unit 1: 10, 16; Unit 2: 37; Unit 3: 14, 26, 34, 35; Unit 4: 18, 27; Unit 5: 42		
c.	Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.	SE/TE: Unit 1: 38 TE: Unit 1: 1D, 1F, 1, 3, 22, 24, 28; Unit 2: 3, 14, 24, 40, 42 ; Unit 3: 1F, 3, 6, 8, 14, 17, 30, 32, 35, 38; Unit 4: 1D, 3, 6, 9, 14, 16, 22, 26, 30; Unit 5: 1D, 3, 8, 20, 26, 28, 40, 42		

STANDARD III: Students will develop an understanding of their environment.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>29</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 3.1: Investigate relationships between plants and animals and how living things change during their lives.				
a.	Observe and describe relationships between plants and animals.			✓
b.	Describe the life cycle of local plants and animals using diagrams and pictures.			✓
c.	Create pictures and stories about real animals and compare them to make-believe stories about animals.			✓
Objective 3.2: Observe and describe weather.				
a.	Observe and describe patterns of change in weather.	SE/TE: Unit 2: 26-31		
b.	Measure, record, graph, and report changes in local weather.			✓
c.	Describe how weather affects people and animals.	SE/TE: Unit 2: 26-31		
d.	Draw pictures and create dances and sounds that represent weather features (e.g., clouds, storms, snowfall).			✓
Objective 3.3: Investigate the properties and uses of rocks.				
a.	Describe rocks in terms of the parts that make up the rocks.			✓
b.	Sort rocks based upon color, hardness, texture, layering, and particle size.			✓
c.	Identify how the properties of rocks determine how people use them.			✓
d.	Create artworks using rocks and rock products.			✓
Objective 3.4: Demonstrate how symbols and models are used to represent features of the environment.				

a.	Identify and use information on a map or globe (i.e., map key or legend, compass rose, physical features, continents, oceans).	SE/TE: Unit 1: 18, 19, 37; Unit 2: 5, 8-9, 10-11, 12-13, 14-15, 17, 24, 45; Unit 3: 11, 16, 17, 19, 34, 37; Unit 4: 24, 34, 37; Unit 5: 16, 30, 31, 45 SE: Unit 1: R1; Unit 2: R1, R2; Unit R1; Unit 5: R1 TE: R1, R4, R5, R8, R14	
b.	Use an atlas and globe to locate information.		✓
c.	Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Africa, Pacific Ocean, Atlantic Ocean).	SE/TE: 11-13, 15 SE: Unit 2: R1; Unit 5: R1 TE: R4	